

# Special Education Child Count December 1, 2008



## Reporting Instructions

**Due No Later Than December 15, 2008**



IT Team: Data Management & Analysis  
(802) 828-3777

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## **What's New**

### **Developmental Delay Qualifying Domain**

The Early Education team has asked us to collect how children are qualifying for Developmental Delay. We are requiring this information for any evaluations resulting in a finding of Developmental Delay on or after July 1, 2008. As time permits, the Early Education Team would appreciate this information for any other DD students.

### **Change in Early Childhood Educational Environments**

The US Department of Education's Office of Special Education Programs (OSEP) is requesting that LEA's include time 3 to 5 year olds are at day care, preschool and related settings when calculating percentage of time in Regular Early Childhood Educational Environments. OSEP is also requesting that determination of the Early Childhood Environment be made based on composition at the time the IEP is written.

## **Important Things to Remember**

### **One Child Count Application CD for the Year**

The Child Count Application on the CD that contains this file contains all the programming necessary to submit your December 1 Child Count data as well as the exiting data due July 15, 2008.

### **Primary Contact Information: Telephone Number**

We are asking for student telephone number this year. We use this information to contact students who have exited Special Education the year after they left for the Post Secondary Outcomes Survey, which is done to satisfy the requirements of the Annual Performance Report.

### **Coordinated Service Plan**

We are asking users to tell us whether students reported in Child Count have Coordinated Service Plans. A Coordinated Service Plan, authorized by Act 264 of 1988, governs the coordination of educational and human services provided for high needs students. The data will be used to evaluate the effectiveness of the Interagency Agreement between the Vermont Department of Education and the Vermont Agency of Human Services.

### **Autism is now Autism Spectrum Disorder**

To more closely reflect the August 24, 2006 Final Vermont Department of Education Special Education Regulations (2362.19(i)), the 12/01/2007 Child Count replaces the primary disability category of "Autism" with "Autism Spectrum Disorder". Evaluations done prior to the effective date of the regulations are reported as they have been in prior years, while students evaluated on or after 8/24/06 are to be reported as specified in the regulations. Details are in the Autism Spectrum section of the Data Field Definitions in this document.

**Data Field Definitions**  
**(Listed In Order on Add/Edit Student Record Form)**

**Student ID #:**

Unique 7 digit number assigned to each Vermont student by the Department of Education. Districts cannot enter information into this field. Once the child count is verified, the districts will receive a diskette back with the ID numbers for each student. If a district needs an identification number for a student for paperwork purposes, please complete a Student ID Number Request form and fax to (802) 828-1444. The form can be found online at:  
[http://education.vermont.gov/new/pdfdoc/pgm\\_IT/training\\_materials/student\\_ID\\_number\\_request.pdf](http://education.vermont.gov/new/pdfdoc/pgm_IT/training_materials/student_ID_number_request.pdf)

**Last Name:**

The student's last name to a maximum of 36 characters. Acceptable values include characters A through Z, "-". No apostrophes.

**First Name:**

The student's first name to a maximum of 20 characters. Acceptable values include characters A through Z, "-". No apostrophes.

**Middle Name:**

The student's middle name to a maximum of 20 characters. Acceptable values include A through Z, "-". No apostrophes.

**Generation Code:**

The student's generation, e.g. II or Jr., to a maximum of 3 characters. Acceptable values include A through Z.

**Birthdate:**

The student's date of birth in mm/dd/yyyy format.

**Gender:**

The student's gender. Acceptable values include male (M) or female (F).

**Grade:**

The student's appropriate grade placement. Select from the list of values given. Please refer to "Grade Definitions" on page 8.

**Primary Language:**

The primary language of the parent, legal guardian, or adult student. This indicates what language the Parental Rights should be in when presented to the parent, etc. Select from the list of values given.

**Case Manager:**

The initials of the special educator who has been designated on the IEP as the IEP manager. Acceptable values include A through Z with a maximum length of 3 characters.

**Facility Code:**

The name of the school, program, or center that the student attends. Please select from the list given. If you do not find the name that you are looking for, please call IT Helpdesk at (802) 828-3777. Please note the following:

- If you select “Day School or Other Non-Residential Program Outside Of Vermont,” “Residential School or Program Outside of Vermont,” “Vermont Residential School or Program,” “Vermont Alternative Program” or “Tutorial Services - Any Setting,” from the drop down menu, you will be asked to complete name and location information for the facility.
- The “Home School” Category is for those students who are at home for their education as the result of *parental choice*, not the disability of the child. Please see Placement/Educational Environment Definitions ages 6 to 21 on pages 9-10 for further discussion of home schooled students.
- If the child’s *disability* requires him or her to be home or hospital bound then choose one of the following facility options: “Home or Hospital Bound Student Outside of Vermont,” “Vermont Home or Hospital Bound Student”.

**Town:**

The name of the town that is educationally responsible for the student. Select from the list of values given.

**Primary Disability:**

The primary disability category (as defined in 2361 and 2362.1 of the Vermont Department of Education Special Education Regulations) that was identified in the evaluation report.

**Secondary Disability:**

If applicable, a secondary disability category (as defined in 2361 and 2362.1 of the Vermont Department of Education Special Education Regulations) that was identified in the evaluation report.

**Autism Spectrum:**

The diagnosis for students who have a diagnosis on the autism spectrum.

**Most recent evaluation before 8/24/2006:**

If the primary disability is Autism, please select “Autism Disorder” in the Autism Spectrum dropdown menu. If the student’s autism spectrum diagnosis is Aspergers Syndrome, Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS), Retts Syndrome or Childhood Disintegrative Disorder then select that value in the “Autism Spectrum” dropdown menu AND select Other Health Impairment (OHI) in the “Primary Disability” dropdown menu. All other disabilities should have Autism Spectrum of None.

**Most recent evaluation on or after 8/24/2006:**

If the primary disability is Autism Spectrum Disorder, select the appropriate item from the Autism Spectrum dropdown menu. All other disabilities should have Autism Spectrum of None.

**ADD/ADHD:**

The value “Yes” (Y) for students who are receiving special education and have a diagnosis as ADD or ADHD.

**IEP Meeting Date:**

The date of the meeting at which the most recent IEP was completed. Format mm/dd/yyyy.

**Most Recent Evaluation/Agreement to Continue:**

The date of completion of the last evaluation **OR** the date of the meeting that all parties agreed (by signed agreement) to continue without a new comprehensive evaluation. **Do not** enter the date that the next evaluation is due. Format mm/dd/yyyy.

**Initial Evaluation Date:**

Enter the date of the meeting at which the initial eligibility was decided. Format mm/dd/yyyy.

**Child Count Category:**

The appropriate funding category for this student, as certified on the Assurance Form. Select from the list of values given on page 14.

**Placement:**

Select the educational environment that best indicates where the setting in which the student has been placed by their IEP for educational services. Please remember that all placement categories must be aligned with the child’s age as of December 1, 2006. The appropriate placement categories are defined for children ages 3 through 5, and for children 6 to 21. Placements are to be considered in terms of placements due to the disability of the child and as directed by the IEP. Please refer to the placement/educational environment definitions pages 8-11.

**Multi-year Plan:**

Select Y (yes) or N (no) to indicate whether or not the student has a multi-year plan.

**Custody:**

Select the custody status of the student. If you need to verify a student in State’s custody (DCF) you may contact Donna Trucksess at (802) 828-5931.

**Race:**

Select at least one of the appropriate checkboxes for the race of the student, regardless of whether or not the student is of Hispanic origin. Note that more than one race may be selected, regardless of ethnicity.

Please see page 12 for complete definitions of Race and Ethnicity, as standardized for federal statistics and reporting by The Office of Management and Budget (OMB).

**Ethnicity:**

Select whether the student is or is not of Hispanic or Latino origin. Please see page 12 for complete definitions of Race and Ethnicity, as standardized for federal statistics and reporting by The Office of Management and Budget (OMB).

**Exit Date:**

The date in mm/dd/yyyy format that the student exited from special education and stopped receiving special education services. Only dates between 07/01/2008 and 12/01/2008 will be accepted. If you discover exits prior to this time period, which have not already been reported to the Department of Education, please fax the details (student name, student ID number, date of birth, exit date and exit reason) to Amy Watson at (802) 828-1285.

**Exit Code (Reason):**

The most appropriate reason why the student is no longer receiving special education services. Select from acceptable list of values given. Please refer to page 13 for detailed "Exit Reason Definitions."

**Primary Contact Name:**

The name of the primary contact for the student.

**Primary Address, City, State and Zip:**

The mailing address information for the student's primary contact.

**Primary Contact Telephone Number:**

The telephone number for the student's primary contact.

**Primary Contact Rights:**

Does the primary contact for mailing actually have parental rights?

**Primary Contact Role:**

The relationship of the primary contact with the student: Parent, Adult Student, DCF, Education Surrogate Parent, Foster Parent, or Guardian.

**Referred From Part C:**

Select whether or not the student was referred from a Part C program.

**Coordinated Service Plan:**

Select whether the student has a Coordinated Service Plan.

**Notes:**

Use this area to enter information which might be useful to the Department of Education.

### Disability Codes

These codes are used for both primary disability and secondary disability. The definitions can be found in sections 2361 and 2362.1 of the Vermont Board of Education Special Education Regulations.

Disability	
1	Learning Impairment
2	Hard of Hearing
3	Deaf
4	Speech or Language Impairment
5	Visual Impairment
6	Emotional Disturbance
7	Orthopedic Impairment
8	Other Health Impairment
9	Specific Learning Disability
10	Deaf-Blindness
11	Multiple disabilities
12	Developmental Delay
13	Traumatic Brain Injury
14	Autism Spectrum Disorder

### Autism Spectrum Codes

Autism Spectrum	
0	None
1	Autism
2	Aspergers Syndrome
3	Pervasive Developmental Disorder(PDD-NOS)
4	Retts Syndrome
5	Childhood Disintegrative Disorder

### Developmental Delay Qualifying Domain

DD Qualification Domain	
0	N/A
1	Receptive and/or Expressive Communication
2	Adaptive Development
3	Social and/or Emotional Development
4	Physical Development
5	Cognitive Skills
6	Any combination of two or more of above
7	Other qualifying reasons



**Code**

**Grade Definitions**

- EE Essential Early Education:**  
All eligible children ages three through five with significant development delays or handicapping conditions **enrolled in EEE.**
- KP Kindergarten Part-time:**  
An educational program of one year operating less than five full days a week that is adapted to the needs of pupils who will attend first grade the following year (Ages 4-8).
- KF Kindergarten Full-time:**  
An educational program of one year operating a full five days a week that is adapted to the needs of pupils who will attend first grade the following year (Ages 4-8).
- 01 First Grade:**  
Ages 5 – 9
- 02 Second Grade:**  
Ages 6 – 10
- 03 Third Grade:**  
Ages 7 – 11
- 04 Fourth Grade:**  
Ages 8 – 12
- 05 Fifth Grade:**  
Ages 9 – 13
- 06 Sixth Grade:**  
Ages 10 – 14
- 07 Seventh Grade:**  
Ages 11 – 15
- 08 Eighth Grade:**  
Ages 12 – 16
- 09 Ninth Grade:**  
Ages 13 – 17
- 10 Tenth Grade:**  
Ages 14 – 18
- 11 Eleventh Grade:**  
Ages 15 - 19
- 12 Twelfth Grade:**  
Ages 17 – 21
- AW Adult without Diploma:**  
Students who are older than 19 years of age and who **have not** received a diploma, GED or other certificate of completion. These students are usually in a regularly prescribed program of study and are working toward a high school diploma. May also include students who have enrolled in the Technical Centers specifically to upgrade their abilities in the area of employment.

## Code

**Educational Environment Definitions: Ages 3 to 5**

**(Definitional category listing does not reflect a continuum from least to most restrictive.)**

**Ages 3 to 5 in Regular Education Program**

Placement for students receiving a portion of their special education and related services in educational programs attended by at least 50% typically developing children. This determination is to be made at the time the IEP is written. This time should include where the child is when not receiving special education services, up to a total of 40 hours per week. Do not include time the child spends at home with siblings. Some special education or related services are provided in separate special education settings. This may include, but is not limited to special education and related services provided in:

- regular kindergarten classes (e.g., a five year old enrolled in kindergarten);
- public or private preschools;
- Head Start Centers;
- Child care facilities;
- Preschool classes offered to an eligible pre-kindergarten population by the public school system;
- Home/early childhood combinations;
- Home/Head Start combinations; and
- Other combinations of early childhood settings.
- There are three selections in this grouping (See below)
  - See Appendix A for calculation samples.

**21 Ages 3 to 5: In Regular Ed. Program < 40% of time**

**23 Ages 3 to 5: In Regular Ed. Program 40% to 79% of time**

**22 Ages 3 to 5: In Regular Ed. Program at least 80% of time.**

**26 Ages 3 to 5: In Special Ed. Program – Separate Class:**

Placement for students receiving ALL (100%) of their special education and related services in educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No special education or related services are provided in early childhood settings. This may include, but is not limited to special education and related services provided in:

- Special education classrooms in regular school buildings;
- Special education classrooms in child care facilities, hospital facilities on an outpatient basis, or other community-based settings; and
- Special education classrooms in trailers or portables outside regular school buildings.

**27 Ages 3 to 5: In Special Ed. Program – Residential Facility:**

Placement for students receiving ALL of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

**28 Ages 3 to 5: In Special Ed. Program - Separate School**

Placement for students receiving ALL of their special education and related services in educational programs in public or private day schools designed specifically for children with disabilities.

**24 Ages 3 to 5: Not Attending Special Ed. Program – Services at Home:**

Placement for students receiving all of their special education and related services in the principal residence of the child's family or caregivers.

**25 Ages 3 to 5: Not Attending Special Ed. Program – Services at Service Provider Location:**

Placement for students receiving all of their special education and related services from a service provider, and who did not attend an early childhood program or a special education program provided in a separate class, separate school or residential facility. For example, speech instruction provided in:

- Private clinicians' offices
- Clinicians offices located in school buildings
- Hospital facilities on an outpatient basis
- Libraries and other public locations

Do not include children who also received special education services at home. Children who received special education services both at home and in a service provider location should be reported in the Home category.

**Code Educational Environment Definitions: Ages 6 to 21**

**(Definitional category listing does not reflect a continuum from least to most restrictive.)**

Educational environment represents the setting in which children with disabilities have been placed for educational services, **by their IEP.**

To calculate the percentage of time *inside* the regular classroom, divide the number of hours the youth receives special education and related services inside the regular classroom by the total number of hours in the school day (including lunch recess and study periods). Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

**Home-schooled students:** The educational environment (the home) for home-schooled students is a result of parental choice, not the disability of the child. Therefore, the home is considered a regular class placement. For these students who receive special education and related services provided by the local educational agency, the number of hours outside the regular classroom is the number of hours the youth spends in separate special education environments (e.g. Resource rooms, self-contained special education classrooms, separate schools).

Education time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent with non-disabled peers.

**1 Ages 6 – 21: Homebound/Hospital:**

Placement for students placed in and receiving special education and related services in homebound programs or hospital programs.

\*Do not include children with disabilities whose parents have opted to home-school them and who receive special education and/or related services at the public expense.

**19 Ages 6 – 21: Residential Facility – Public or Private:**

Placement for students who receive IEP determined education programs and **live in residential facilities during the school week**. This includes children with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities. This may include children placed in:

- Residential schools for students with disabilities; or
- Residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.

\*Do not include students who received education programs at the facility, but do not live there.

**20 Ages 6 – 21: Separate School – Public or Private:**

Placement for students who receive special education and related services for greater than 50 percent of the school day in separate schools. This may include children placed in:

- day schools for students with disabilities; or
- day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day.
- residential facilities **if the student does not live at the facility**.

**7 Ages 6 – 21: Inside Regular Ed Class < 40% of time:**

Placement for students with disabilities receiving special education and related services inside the regular classroom less than 40 percent of the day. These are children who received special education and related services outside the regular classroom for more than 60 percent of the school day). This does not include children receiving educational programs in public or private separate day or residential facilities. This category may include children placed in:

- self-contained special classrooms with part-time instruction in a regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

**8    Ages 6 – 21: Inside Regular Ed Class > 80% of time:**

Placement for students with disabilities receiving special education and related services inside the regular classroom for 80 percent or more of the school day. These are children who received special education and related services outside the regular classroom for less than 21 percent of the school day. This may include children with disabilities placed in:

- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes; or
- regular class with special education services provided in resource rooms.

**10    Ages 6 – 21: Inside Regular Ed Class 40% to 79% of time:**

Placement for students with disabilities receiving special education and related services inside the regular classroom no more than 79 percent of day and no less than 40 percent of the day. These are children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. This may include children placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a regular class.

**3    Ages 6 – 21: Correctional Facilities - Unduplicated:**

Placement for students with disabilities receiving special education and related services in a Correctional Facility such as Woodside.

**See Appendix B for more information regarding age 6-21 Educational Environments.**

## Race and Ethnicity Definitions

In November 1997, The Office of Management and Budget (OMB) announced its decision concerning the revision of Race and Ethnic Standards for Federal Statistics and Administrative Reporting. In that announcement, OMB reported that there would be five racial categories— American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White— and one ethnic category— Hispanic or Latino. Following below is the definition for each category, as provided by OMB<sup>1</sup>. Please note that more than one race may be selected, regardless of ethnicity.

### Race

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

### Ethnicity

- **Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

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<sup>1</sup> For more information, please see, Federal Register Notice, October 30, 1997, Office of Management and Budget, Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity. Available at <http://www.whitehouse.gov/omb/fedreg/ombdir15.html> as of October 1, 2006.

**Code**

**Exit Reason Definitions**

- 1 Graduated with Regular High School Diploma:**  
Students who exited an educational program through the receipt of a high school diploma identical to that for which students without disabilities are eligible. These are students who met the same standards for graduation as those for students without disabilities.
- 2 Graduated with Certificate:**  
Students who exited an educational program through the receipt of a certificate of completion, modified diploma or some similar document.

\*This includes students who received a high school diploma, but did not meet the same standards for graduation as those for students without disabilities.
- 3 Reached Maximum Age:**  
Students who exited special education because of reaching the maximum age for receipt of special education services (age 22), including students with disabilities who reached the maximum age and did not receive a diploma.
- 4 Dropped Out:**  
Students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other exit reasons described. This includes dropouts, runaways, expulsions, status unknown and students who moved and are not known to be continuing in another educational program.
- 5 Transferred to Regular Education:**  
Students who were receiving special education at the start of the reporting period (12/2/2007 – 12/1/2008), but at some point during that year **returned to regular education** as determined by their IEP. These are students who no longer have an IEP and are receiving all of their educational services from a regular education program.
- 6 Died:**  
A student who is no longer attending because he or she died.
- 7 Moved, known to be continuing:**  
Students who moved out of the district or otherwise transferred to another district and are **known** to be continuing in an educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in an educational program. This includes transfers, and students in residential drug/alcohol rehabilitation centers, or correctional facilities.

### Child Count Funding Categories

Code	Description	Applies To:
2	IDEA Services Plan	Parentally placed students receiving services under a Services Plan. Most recent evaluation on or after 12/1/05 and Services Plan on or after 12/1/07.
3	Unilateral Placement no services	Parentally placed students receiving <b>no</b> services. Most recent evaluation on or after 12/1/05. Most recent IEP before 12/1/07.
4	IDEA B age 3-21	Most recent evaluation on or after 12/1/05 and most recent IEP on or after 12/1/07.
6	IEP Paperwork Out of Compliance or Maximum Age	Most recent evaluation on or after 12/1/05, but most recent IEP before 12/1/07.
7	ISP Paperwork Out of Compliance or Maximum Age	Most recent evaluation on or after 12/1/05, but Service plan before 12/1/07.

### Contact List

#### Program and data questions regarding the collection, and any feedback on the collection

Child Count Help Line  
(802) 828-1499

Amy Watson, Education Research Data & Technology Specialist  
(802) 828-1285  
[amy.watson@state.vt.us](mailto:amy.watson@state.vt.us)

Mike Bailey, Data and Reporting Coordinator  
(802) 828-3132  
[mike.bailey@state.vt.us](mailto:mike.bailey@state.vt.us)

Dave Phillips, Business Analyst  
(802) 828-5936  
[david.phillips@state.vt.us](mailto:david.phillips@state.vt.us)

#### Questions concerning the CD, import/export of files, Microsoft Access program questions.

Information Technology Team  
(802) 828-3777



## **Appendix A – Early Childhood Educational Environment Examples**

1. Child attends regular early childhood program 6 hours/week and receives special education services in a special education classroom for an additional 4 hours/week.
  - $6 \text{ (hours in regular ed setting)} \div 10 \text{ (total hours)} = .6 \text{ (60\%)}$
  - Report as Age 3 to 5: In Regular Ed. Program 40% to 79% (23)
2. Child attends EEE program in which 60% of the children have disabilities for 10 hours/week, and goes to an inclusive child care facility for 30 hours/week.
  - $30 \text{ (hours in regular ed setting)} \div 40 \text{ (total hours)} = .75 \text{ (75\%)}$
  - Report as Age 3 to 5: In Regular Ed. Program 40 to 79% (23)
3. Child goes to private day care with 3 other children (normally developing) for 45 hours/week, and is taken to a Speech Language Pathologist for one hour, 3 days/week.
  - $37 \text{ (40 maximum – 3 hours of service)} \div 40 \text{ (maximum)} = .925 \text{ (92.5\%)}$
  - Report as Age 3 to 5: In Regular Ed. Program > 80% (22)
4. Child is 5.5 years old and attends a full-day inclusive kindergarten program 7 hours/day, 5 days/week. All services are delivered within the kindergarten program.
  - Report as Age 3 to 5: In Regular Ed. Program > 80% (22)

## Appendix B – Age 6 to 21 Educational Environment Information

The US Department of Education’s Office of Special Education Programs (OSEP) provides this instruction on how to determine how to report placement:

“To calculate the percentage of time inside the regular classroom, divide the number of hours the youth spends inside the regular classroom by the *total number of hours in the school day* (including lunch, recess and study periods). The result is multiplied by 100. Time spent outside the regular classroom receiving services unrelated to the youth’s disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

“Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time inside the regular classroom.”

To make this calculation, you must know the length of the school day, including lunch, recess and study periods where the student is attending school. Vermont Statutes (16 VSA §1071 (b)) makes the school board responsible for determining the length of the school day, as long as the minimums set by the State Board are satisfied. Those minimums, contained in State Board of Education Manual of Rules and Practices, rule 2312, are:

- kindergarten: 2 instructional hours
- grades 1-2: 4 instructional hours, including recess and excluding lunch
- grades 3-8: 5 ½ instructional hours, including recess and excluding lunch
- grades 9-12: 5 ½ instructional hours, excluding recess and lunch.

Examples:

1. John is in 4<sup>th</sup> grade, and attends a school which has a 6 ½ hour day. He is in the regular classroom all day, except for 1 hour 3 days each week, when he goes to a Speech Language Pathologist. The school week is 32.5 hours (6.5 x 5), and John is inside the regular classroom 29.5 hours (32.5 – 3). To calculate percentage:  $29.5 \div 32.5 = .907 \times 100 = 90.7\%$ .
2. Mary is in 10<sup>th</sup> grade, and attends a school which has a 6 hour day. She sees a School Psychologist for 1 hour twice each week, and attends a program for ED students one day each week. The school week is 30 hours (6 x 5), and Mary is inside the regular classroom 22 hours [30 – (6+2)]. To calculate percentage:  $22 \div 30 = .733 \times 100 = 73.3\%$ .
3. Tom is in 3<sup>rd</sup> grade at a school which has a 5 ½ hour day. He receives instructional services outside the regular classroom for 4 hours each day. The school week is 27.5 (5.5 x 5), and Tom is inside the regular classroom 7 ½ hours [27.5 – (5 x 4)]. To calculate percentage,  $7.5 \div 27.5 = .273 \times 100 = 27.3\%$ .